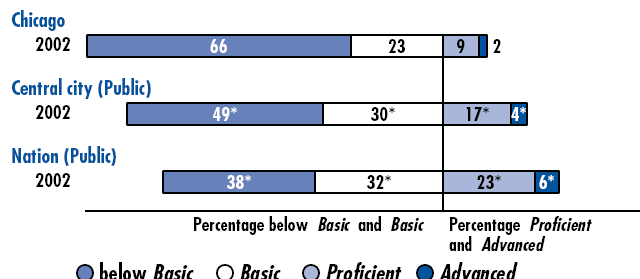


The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500. In 2002, City of Chicago School Dist 299 was one of five urban districts that voluntarily participated in the NAEP reading assessment on a trial basis.

### Overall Reading Results for Chicago

- The average scale score for fourth-grade students in Chicago was 193.
- Chicago's average score (193) was lower<sup>1</sup> than that of the nation's public schools (217). Chicago's average score was lower than that of public schools in central cities<sup>2</sup> (208).
- The percentage of students who performed at or above the NAEP *Proficient* level was 11 percent. The percentage of students who performed at or above the *Basic* level was 34 percent.

### Student Percentage at NAEP Achievement Level



### Performance of NAEP Reporting Groups in Chicago

Reporting groups	Percentage of students <sup>3</sup>	Average Score	Percentage of students at			
			Below Basic	Basic	Proficient	Advanced
Male	50	189 ↓	70 ↑	21 ↓	8 ↓	1 ↓
Female	50	198 ↓	62 ↑	25 ↓	10 ↓	2 ↓
White	10	221	36 ↑	28	26	9
Black	48	185 ↓	75 ↑	20 ↓	5 ↓	#
Hispanic	37	193 ↓	67 ↑	25	8 ↓	1
Asian/Pacific Islander	3	---	---	---	---	---
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	88	190 ↓	70 ↑	22 ↓	7 ↓	1 ↓
Not eligible	8	222	35 ↑	32	22 ↓	11
Information not available	4	206	52 ↑	29	16	4

### Average Score Gaps Between Selected Groups

- Female students in Chicago had an average score that was higher than that of male students (9 points). This performance gap was not significantly different from that of the Nation (7 points).
- White students had an average score that was higher than that of Black students (35 points). This performance gap was not significantly different from that of the Nation (29 points).
- White students had an average score that was higher than that of Hispanic students (28 points). This performance gap was not significantly different from that of the Nation (28 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (32 points). This performance gap was not significantly different from that of the Nation (27 points).

### Reading Scale Scores at Selected Percentiles

	Scale Score Distribution		
	25 <sup>th</sup> Percentile	50 <sup>th</sup> Percentile	75 <sup>th</sup> Percentile
Chicago	170 ↓	194 ↓	217 ↓
Central city (Public)	183 ↓	209 ↓	234 ↓
Nation (Public)	194	219	242

An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 242, while 75 percent of students in Chicago scored below 217.

# Percentage rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

\* Significantly different from Chicago.

↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

<sup>2</sup> Central city includes nationally representative public schools located in central cities within metropolitan statistical areas as defined by the federal Office of Management and Budget. It is not synonymous with "inner city."

<sup>3</sup> For comparison at fourth grade, non-White students comprised 65 percent of students in central city public schools and 40 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 61 percent of students in central city public schools and 43 percent in public schools nationally.

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Trial Urban District Reading Assessment.